

NEW JERSEY

2000-2001
Guidelines and
ApplicationBEST
PRACTICES**Deadline for Application to County Office:**
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category Social Studies (Application is limited to one category. See page 3 for details.)
Practice Name The Reconstruction of America
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	Union County
District (Proper Name)	Union County Vocational Technical High Schools
Address	1776 Raritan Road
	Street/P. O. Box
	Scotch Plains NJ 07076
	City Zip Code
Telephone	908/889-2900 Fax 908/889-4336 Email: bistocch@ucvts.tec.nj.us
Chief School Administrator	Dr. Thomas Bistocchi
Nominated School #1 (Proper Name)	Union County Magnet High School
Address	1776 Raritan Road
	Street/P. O. Box
	Scotch Plains NJ 07076
	City Zip Code
Telephone	908/889-3800 Fax 908/889-3196 Email: gzoeller@ucvts.tec.nj.us
Principal	Mr. Geoffrey Zoeller
Program Developer(s)	James Stefankiewicz and Tricia Zaremba
Application Prepared By	James Stefankiewicz and Tricia Zaremba
Chief School Administrator's or Charter School Lead Person's Signature	<i>[Signature]</i>

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLYApproved: ☒ Yes ☐ No County Superintendent's Signature *[Signature]*

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages.** Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. **The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page.** Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
7. **The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form.** Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name <u>The Reconstruction of America</u>
<input type="checkbox"/> Elementary School	<input type="text"/>	Number of Schools with Practice <input type="text"/> 1
<input type="checkbox"/> Middle School	<input type="text"/>	Number of Districts with Practice <input type="text"/> 1
<input type="checkbox"/> Junior High School	<input type="text"/>	Location <input type="checkbox"/> Urban/City <input checked="" type="checkbox"/> Suburban With Urban Characteristics
<input checked="" type="checkbox"/> High School	<input type="text"/> 9-12	<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural
<input type="checkbox"/> Other: <input type="text"/>	<input type="text"/>	

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input checked="" type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards*, * addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

**NEW JERSEY
BEST PRACTICES
2000-2001 GUIDELINES**

The New Jersey State Department of Education has created a program of awards and recognition that will identify and catalog New Jersey BEST PRACTICES. The purpose of this program is to recognize and celebrate the excellence achieved by New Jersey's public schools and to make information describing designated BEST PRACTICES readily accessible to educators throughout the state. Information describing New Jersey BEST PRACTICES is available to all schools and the public through the department's web site at <http://www.state.nj.us/education>, Office of Innovative Programs and Practices.

BEST PRACTICES are those innovative strategies that (1) promote high student achievement; (2) address specific educational needs of students and the *Core Curriculum Content Standards including the Cross-Content Workplace Readiness Standards*; (3) yield documented results meeting set objectives, and (4) can be replicated. BEST PRACTICES are designated in 19 categories including subject area disciplines and support areas contributing to high student achievement and a positive school environment. **A list of the categories is found on page 4 of the Guidelines and Application.**

Eligibility: Any New Jersey school district or charter school is eligible to participate. The competition is open to public schools serving students in pre-kindergarten to grade 12. The practice must have been in place for a minimum of one year prior to submission. **Only one application per category per school may be submitted. An application cannot be submitted for a BEST PRACTICE that has been previously recognized. Commercially developed practices will not be considered.** There is no limit to the number of schools with practices that a district may propose for consideration.

Selection Process: There are five phases to the selection process for BEST PRACTICES which culminate in a Recognition Ceremony on June 7, 2001.

- | | | |
|-----|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) | November | The county superintendents of schools assure that all applicants do not evidence any violations of code, statute or department policy. |
| (2) | February | Panels of New Jersey educators identified by their chief school administrators and, in some instances, experts from other professions are convened to read and evaluate all eligible applications to determine the semifinalists. |
| (3) | March | Panelists meet in a second round to read and evaluate the semifinalist applications to determine the finalists. |
| (4) | April | Finalist applications are verified for compliance by the county superintendents of schools. |
| (5) | April/May | Finalists receive site visits to supplement and confirm the information written in the applications. Fifty BEST PRACTICES are named and notified. |

Criteria for Evaluation of Applications		Maximum Points
<i>If you fail to comply with the technical requirements, your application will be eliminated.</i>		
1.	The practice has identified objectives, is innovative, promotes high student achievement, and can be replicated.	40 points
2.	The practice addresses the <i>Core Curriculum Content Standards including the Cross-Content Workplace Readiness Standards</i> .	25 points
3.	The practice has documented assessment measures for meeting its objectives and student educational needs.	35 points

Recognition: Banners, pins and certificates will be presented at the June 7, 2001 statewide ceremony with additional recognition generated through the media. Each BEST PRACTICE will receive a \$500 award check for expansion of the current specialization or for replication of the specialization in another school.

FOR ADDITIONAL INFORMATION, CONTACT:

1) Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

Our program is based on the 1858 speech by Abraham Lincoln in which he states, "...a house divided against itself can not stand". Lincoln was using a house as a metaphor for America. In this interdisciplinary activity, the students design and construct a house that is representative of America after the Civil War. (Obj.1)

The project is divided into four phases. For phase one begins by explaining to the students the parts of a house and the purpose for each. Students then research, via the Internet and local libraries, post-Civil War architecture in America. (Obj. 2)

In phase two, students use the research that they have already done to assist them in using Computer Aided Drafting and Design (CADD) to design their own 3-story house in a style common to post-Civil War America. (Obj. 3) This designed house acts as a symbolic representation of America, similar to Lincoln's analogy of 1858. The printed design shows both an internal and external view of the house. While students are designing their houses in Technology class, they are involved in discussion and research in their History class of the various historical elements that became synonymous with "Reconstruction". The significance of these elements is explained in phases three and four.

In phase three of the project, students research and review the social structure of America following the Civil War. They write a 2 to 4 page paper in which they describe how certain segments of society fits into their symbolic "house". (Obj. 4) They should think of the "house" as if it were a 3-story apartment complex with the best living space on the top floor. In doing this, they are asked to give 1 political, 1 social and 1 economic justification for why they placed a certain segment of society into a particular floor of the "house". The eight segments of society that they place into the "house" are: White Northern Women, Northern Industrialists, White Factory Workers, Wealthy Southern Males, Southern "Lady", Freed Slaves, Carpetbaggers, and Northern Blacks.

Phase four begins the group portion of the project. In Technology, each group decides on one design and sets forth to construct a model of their "house". (Obj. 5) In essence, they are symbolically rebuilding America after the Civil War. The model is a diorama-like structure. Each group must also come to a consensus on where the segments of society mentioned in phase three will be labeled in this model. Along with their model, each group is required to hand in 14-3x5 cards describing a political, social, or economic representation of the various parts of their "house". The parts of the house and their representation are as follows:

1 Foundation	What is the foundation of America?
3 Floors	What is holding up certain segments of society?
9 Walls (3/floor)	What is protecting the levels of American post-Civil War society?
1 Roof	What acts as a blanket to cover and protect America?

Each group then presents their model and their representations to the class. (Obj.6)

This practice is innovative because it incorporates a number of modern, excepted educational theories. It caters to a wide variety of student learning styles, involving elements of advanced technology, self-guided research, hands-on application, critical thinking and decision-making processes, and presentation. With this practice, history becomes something that the students can touch. The practice integrates a variety of disciplines which research has shown makes learning more meaningful for students.

"The Reconstruction of America" promotes high student achievement because the hands-on nature of the practice increases student motivation. Since students will be presenting something that they are constructing, there is a great desire on their part to perform to their highest abilities. Also, there is little opportunity for an individual to "hide" during this project, because only 50% of the evaluation is based on individual effort. The remaining 50% is the group evaluation. Here, each student polices their own group to ensure that each student is pulling their own weight, with the use of group logs documenting work complete each day.

- 2) List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards*, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.**

Social Studies Standards:

- 6.3.12** - Research and discussion of those issues that impacted the Reconstruction period. An example of this would be the study of the 13th, 14th, and 15th Amendments and how they impacted post-Civil War society.
- 6.4.9** - Researching various segments of post-Civil War society and placing them in a representative social staircase.
- 6.4.10** - Researching the various governmental policies regarding Reconstruction. This would include the Radical Republicans and the Freedman's Bureau whose vision was one of punishment for the rebel South and equality for freed slaves.
- 6.4.11** - Studying "Carpetbaggers". These controversial figures affected change in the South after the war.
- 6.4.13** - Analyzing what attempts were made to legislate racial equality after the Civil War and the impact these attempts created. An example of this would be the enfranchisement of blacks and how that led to the development of the Ku Klux Klan. Students will discover what was then done to counteract the KKK.
- 6.5.14** - This objective is met due to the nature of the project. Throughout the entire project students are striving through research and discussion to understand the views held by those who lived during Reconstruction. Specifically, students achieve this in phase three when they place various segments of society into their house.
- 6.8.13** - Studying the shift of some of the Black population from the South to the North.
- 6.8.17** - Researching how Radical Reconstruction policies changed the political, social, cultural, and economic make-up of the South after the Civil War.

Visual & Performing Arts Standards:

- 1.1.4** - Identifying and preparing a paper on architectural styles.
- 1.2.4** - Demonstrating originality, technical skills, and artistic expression in the creation, production, and presentation of a design project.
- 1.3.3** - Realized in the building of the model house.
- 1.5.10** - Addressed in the building of the model house and the production of the 3x5 cards that describe what the different parts of the house represent.
- 1.6.4** - Identifying and providing solutions to a design problem by constructing a diorama-like model of a house in the style of post-Civil War architecture.

Cross Content/Workplace Readiness Standards:

WP 2.2 - Selecting the appropriate tools to build a standing model of a house.

WP 2.6 - Research on styles of post-Civil War architecture and evaluation of where certain segments of post-Civil War society are placed in the house.

WP 2.7 - Students are utilizing technology throughout this practice. They are researching and using word processing functions.

WP 2.8 - Students prepare research papers on post-Civil War architecture.

WP 3.2 & WP 3.15 - These standards are realized through the construction of the model house.

WP 3.4 & WP 3.5 - Students will use the Multi-Media Center and their local libraries to conduct research on post-Civil War architecture.

WP 3.11 & WP 3.12 - Realized when students place segments of post-Civil War society into their representative social structure. These standards are also realized when the students list what the parts of their house represent. Thirdly, these standards are satisfied when students decide which design to adopt before constructing their model.

WP 4.2 - Students work in groups to build their model and to determine what the different parts of the house symbolically represent.

WP 4.3 & WP 4.5 - As part of the group process, students fill out daily group performance logs. This ensures that each member of the groups performs an equal amount of work on the model.

WP 5.4 & WP 5.7 - While building their model, the students follow outlined safety procedures.

3) Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

This practice addresses the educational needs of different types of students by emphasizing a variety of learning styles during the four phases of the project. Of Howard Gardner's eight multiple intelligences, logical, linguistic, spatial, interpersonal, and intrapersonal learners are satisfied. Also, in this practice, students are assessed in many different ways. This caters to various learning styles as well. Additionally, stronger achieving students are encouraged to assist lesser achieving students.

All objectives in this practice are assessed using a defined rubric. The assessment measures for the overall practice are rooted in each of the four phases of the practice. The assessment measures for the phase one research paper require the students to write a minimum number of pages, follow a written presentation format, include a minimum of two graphical examples of post-Civil War architecture, and describe three different styles of architecture employed during the time period. Assessment measures for phase two objectives are contained within a rubric of design parameters based on Computer Aided Drafting and Design. Elements of this rubric include accuracy, completeness, design style that is complimentary to post-Civil War architecture, and drafting techniques. For phase three, students produce a paper in which they are required to place eight segments of American post-Civil War society into one of three levels of the Reconstruction social structure. They must justify their positioning of each segment by using a political, social, and economic justification. In phases one through three students are assessed individually. For phase four, students are assessed as part of a group. Each group produces 14-

3x5 cards detailing which political, social, or economic element of post-Civil War America each of the parts of their representative house symbolizes. Also, the model of the house will be assessed on whether the house resembles a period house, shows creativity, allows for efficient and effective use of materials, and group logs of individual participation within the group. Each group then presents their model and their representations to the class. Critical to the final evaluation is whether each group's final model can stand on its own. Based on Lincoln's speech referenced earlier, this will be a symbolic representation of whether America will be able to withstand "Reconstruction".

Grades for 45 students completing the entire project 1999-2000 school year.			
	Total Points Available	Average Points Earned	Average Grade
Phase 1	20	17.49	87.44
Phase 2	10	10.49	104.87
Phase 3	30	25.44	84.81
Phase 4	60	55.14	91.90
Totals	120	108.56	90.47

4) Describe how you would replicate the practice in another school and/or district.

This practice can be replicated in any high school, in any school district in New Jersey. Every high school student in New Jersey is required to take United States History so the study of Reconstruction should be part of every high school's U.S. History curricula. At this point almost every high school in New Jersey is linked to the Internet. If not, students can utilize their school libraries to research the necessary information. If a school does not have a Technology program or if CADD software is not available, students can design their houses using drawing materials. If the school can not provide building materials for students, students can bring them from home (recycled materials work great) or perhaps the district's vocational school can assist. Local businesses may also be persuaded to donate materials. Essential to the replication of this practice is a willingness for Social Studies teachers and Technology teachers to be flexible and open to working together. This practice requires proper long-term planning from both parties. If proper planning and preparation is realized, this practice is an excellent fit for any high school's Social Studies and Technology curricula.